

Casterton College Rutland Monitoring, Assessment and Reporting

“Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy.”

(Ofsted)

“...too many teachers focus on the purpose of feedback as changing or improving the work, whereas the major purpose of feedback should be to improve the student.”

(Dylan Williams: What Does It Look Like In The Classroom..)

Principles of assessment

- To provide students with timely feedback to ensure they are able to make excellent progress.
- To inform robust, regular summative reporting to students, parents and stakeholders.
- To ensure that the implementation of the Casterton Curriculum is effective.
- To ensure teacher time is effectively spent in supporting high quality teaching and learning.

Process of monitoring and assessment

Monitoring and Feedback:

- Each department has its own approach to monitoring student work on a week by week basis. The principles behind monitoring is to check standards and understanding across the group.
- We use the ‘No More Marking’ approach to regular feedback focussed assessment of student progress on a week by week basis:
 - 1) Books/work is collected (or checked in lesson)
 - 2) Teacher looks through books for common misconceptions/basic errors (SPaG)
 - 3) Sort into 3 categories:
 - a. Didn’t grasp concept
 - b. Decent understanding
 - c. Examples of good work (worth sharing) eg: visualiser

- 4) Teacher plans a feedback lesson focussing on:
- key learning errors/points for development
 - Modelling exemplar responses
 - basic skills (SPaG)
 - Individual development

This approach focusses on developmental feedback at whole class and individual level to promote progress through addressing common errors and areas to develop rather than extensive written comment on individual student work.

- Marking will generally be colour coded as teacher (purple) and student response (green) although this will be adapted within subject where appropriate.
- There is no expectation that all pieces of work will be marked. It is recognised that where tasks are cumulative then formal assessment and feedback will be at the conclusion of a sequence of learning.

Formative Assessment

- We use of standardised national testing (GL Testing/ No More Marking/ Renaissance Learning) to rigorously monitor the development of basic skills and make appropriate interventions
- We use formal summative testing to ensure students are rigorously assessed.
- **Checkpoint Assessments:** These will be tasks or tests which assess the current topic knowledge and skills they have been learning about.
- **Key Assessments:** These will be tasks or tests which assess more prolonged periods of teaching and learning: for example, assessing learning over several terms.
- **Pre Public Exams (PPE):** These are exams in Key Stage 4 which will involve students sitting full GCSE papers in the same conditions as their final GCSEs.
- We assess the key aspects of the Casterton Curriculum in addition to the Checkpoint/Key Assessments through:
 - Core Knowledge Tests (Key factual curriculum knowledge)
 - Tier 2/3 spellings
 - Reading for Meaning (comprehension of non-fiction text)
 - Academic writing (development of subject specific writing style)
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- Each department has an individual assessment framework embedded to assess subject specific skill development.

Reporting at Casterton

Key Stage 3 (Years 7-9)

- SAGE (Scholarly Excellence/ Advanced/ Good (GCSE ready)/ Emerging (working toward GCSE Ready) maps students age related progress to a pathway towards making excellent progress at the end of Year 11. SAGE is only applied to English Baccalaureate subjects in Year 7 and 8.
- Age Expected Progress consciously mirrors Key Stage 2 language to allow teachers to assess student progress against an expected level of achievement for their age. This gives some flexibility in non-core subjects in Year 7 where students may have been exposed to differing levels of exposure in Key Stage 2 and have differing amounts of curriculum time.

Year	SAGE	Age Ex.
7	Core	Ebacc/Open
8	Core/ Ebacc	Open
9	All	

Key Stage 4

- GCSE/BTec grades are used.

Student Target Setting

- Students have a Gold SAGE grade (KS3)/GCSE grade (KS4). This is an aspirational grade which, if a student achieves across all subjects, should ensure that the student would contribute a +1 to the Progress 8 score.
- Teachers also have Expected Attainment Pathway (EAP) grade for each student which maps student progress for Key Stage 2 (or GL scores in the absence of SATs) which, if achieved, would ensure the student contributes to a positive progress score.
- The Gold grade is one grade above the EAP grade.

Monitoring Student Progress

- Students are monitored through the Progress Ladder which uses attainment against the EAP to determine progress in individual subjects to create an overall ranking. The progress ladder is published after each assessment point and displayed publicly.
- The progress ladder is based on performance primarily but weighted to reflect attitude to learning.
- Interventions are focussed on addressing under performance (Red/Amber) on the progress ladder.

Academic Reporting to Students/Parents

Key Stage 3 (Years 7-9)

We use **SAGE** to grade our students' attainment.

What SAGE means:	A student maintaining this level of attainment as they progress through the school is likely to achieve these grades at GCSE.
Scholastic Excellence	Grades 7, 8 and 9
Advanced	Grade 6
Good/GCSE Ready	Grades 4 and 5
Emerging	Grades 1,2 and 3

The Progress Report is then colour coded based on how well the student is progressing compared to how we would expect them to be, given their ability when they left primary school. We do this by using Department for Education data linking Key Stage 2 outcomes (or we use our internal testing where that is not available) to attainment at GCSE. We use this information to set students a Gold SAGE as a target, we then colour code reports to indicate their progress toward the Gold SAGE and their progress compared with students nationally who left primary school with similar outcomes.

Current SAGE position – a guide to colour coding

<p style="text-align: center;">Making very good progress – working better than similar ability students nationally</p>
<p style="text-align: center;">Making good progress – working in line with similar ability students nationally</p>
<p style="text-align: center;">Average progress – performance is not currently consistently strong enough to indicate they will achieve their full potential</p>
<p style="text-align: center;">Working below our expectations and at risk of underperformance</p>

SAGE is used for:

In Years 7 and 8	English, Maths, Science, History, Geography and Modern Foreign Languages
In Year 9	All subjects

For other subjects in Years 7 and 8 we report against age expectation or what we would expect the standard to be for a student in Year 7 or 8. We do this because students come to us with very different exposure to subjects such as Design or Computing at primary school. As these subjects have slightly less curriculum time, we want to ensure that students have time to build knowledge and skills prior to assessing them against SAGE.

Key Stage 4 (Years 10 and 11)

Student Progress Reports use GCSE grades.

OLD GCSE grades	NEW GCSE grades	CNAT iMedia (Points value shown in brackets)	BTEC Health & Socialcare (Points value shown in brackets)	BTEC Sport (Points value shown in brackets)
A*	8 & 9	Distinction* Level 2 (8.5)	Distinction* Level 2 (8.5)	Distinction* Level 2 (8.5)
A	7	Distinction Level 2 (7)	Distinction Level 2 (7)	Distinction Level 2 (7)
B	6	Merit Level 2 (5.5)	Merit Level 2 (5.5)	Merit Level 2 (5.5)
B/C	5			
C	4	Pass Level 2 (4)	Pass Level 2 (4)	Pass Level 2 (4)
D	3	Distinction Level 1 (3)	Distinction Level 1 (3)	No equivalent grade
E/F	2	Merit Level 1 (2)	Merit Level 1 (2)	Pass Level 1 (1.75)
G	1	Pass Level 1 (1.25)	Pass Level 1 (1.25)	No equivalent grade

Students are set a Gold grade which is an aspirational target based on the progress we would have expected them to make since joining us from primary school. This is based on Department for

Education data and allows us to monitor student progression compared to similar students nationally.

The Progress Report is then colour coded so parents and students can quickly see whether their trajectory over their GCSE course is showing progress to be positive. For example: a student may have a more modest Current Working Grade but the colour coding will indicate whether their overall trajectory is showing good progress toward their Gold Grade.

Making very good progress – working above similar ability students nationally meaning their Gold grade is achievable
Making good progress – working in line with or better than similar ability students nationally
Reasonable progress – however we believe that the student has the capability to achieve better outcomes
We are concerned that current progress may not lead to the outcomes we believe they are capable of. This can be discussed further at the Subject Parents Evening.

Progress Ladders

Following the Progress Point and Progress Report we create a Progress Ladder for the year group. The Progress Ladder looks at each student’s progress in the round and award them a place on the ladder. The Progress Ladder is reported to students and parents and used to put support plans in place where necessary.

Progress Ladder	Place is based on
Key Stage 3	SAGE, Working at Levels. Attitude to Learning and Accelerated Reader score.
Key Stage 4	GCSE grades and Attitude to Learning

Platinum	Overall performance excellent compared with similar students nationally.
Gold	Overall performance suggests very good progress compared with similar students nationally.
Silver	Overall performance suggests good progress compared with similar students nationally.
Bronze	Overall performance suggests positive progress compared with similar students nationally.
Amber	Overall performance suggests that progress has room for improvement

	and the student may be at risk of not achieving to their potential.
Red	Stop. Something is not going right and the student is at risk of substantially underperforming.

Monitoring Consistency across the curriculum

- Core Team (VP/Core/ EBacc leads) have a weekly Curriculum Implementation and Effectiveness meeting which steers reflection and evaluation of the success of the curriculum in meeting its intent.
- Raising Achievement Time (RAT): Whole staff CPD focussed on the successful implementation of the curriculum and the research underpinning it.
- Subject Curriculum Plan: Provides an overview of how each subject is meeting the intentions of the overall Casterton Curriculum and a benchmark for assessing progress in implementation and then effectiveness.
- VP and Subject Leads undertake subject walks (visiting lessons/book and assessment checks)
- VP undertakes an Annual Subject Support Review (formal meeting with Subject Lead/review of Curriculum Statement/lesson visits/book and assessment check).
- Subject Student Focus Group led by the Performance and Standards Governor.
- Moderation: Departments use planned moderation to evaluate consistency of standards across the key curriculum aims eg: development of academic writing.